

R D Schroder Middle

7224 Hwy 162
Hollywood, SC 29449

Grades	6-8 Middle School	
Enrollment	405 Students	
Principal	Rudell Burch, Interim Principal	843-889-2391
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	0	13	20

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Unsatisfactory	Unsatisfactory	No

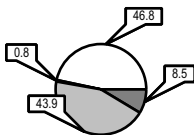
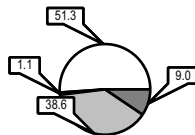
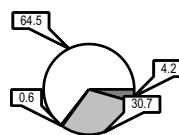
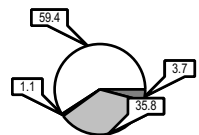
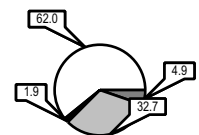
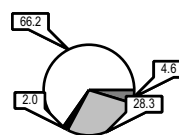
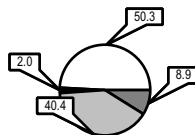
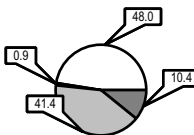
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	383	100.0	46.8	43.9	8.5	0.8	17.2	No	Yes
Gender									
Male	217	100.0	52.6	41.8	5.7	0.0	12.4		
Female	166	100.0	39.8	46.6	11.8	1.9	23.0		
Racial/Ethnic Group									
White	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	361	100.0	46.5	44.1	8.5	0.9	17.1	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	346	100.0	45.2	45.5	8.4	0.9	17.8		
Disabled	37	100.0	61.8	29.4	8.8	0.0	11.8	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	382	100.0	46.6	44.1	8.5	0.8	17.2		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	382	100.0	46.6	44.1	8.5	0.8	17.2		
Socio-Economic Status									
Subsidized meals	346	100.0	47.5	43.6	8.0	0.9	16.9	No	Yes
Full-pay meals	37	100.0	37.9	48.3	13.8	0.0	20.7		

Mathematics – State Performance Objective = 36.7%									
All Students	383	100.0	51.3	38.6	9.0	1.1	16.1	No	Yes
Gender									
Male	217	100.0	54.6	34.0	9.8	1.5	15.5		
Female	166	100.0	47.2	44.1	8.1	0.6	16.8		
Racial/Ethnic Group									
White	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	361	100.0	51.2	38.2	9.4	1.2	16.8	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	346	100.0	50.5	39.9	8.4	1.2	15.9		
Disabled	37	100.0	58.8	26.5	14.7	0.0	17.6	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	382	100.0	51.1	38.7	9.0	1.1	16.1		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	382	100.0	51.1	38.7	9.0	1.1	16.1		
Socio-Economic Status									
Subsidized meals	346	100.0	52.1	37.7	8.9	1.2	16.0	No	Yes
Full-pay meals	37	100.0	41.4	48.3	10.3	0.0	17.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	383	100.0	64.5	30.7	4.2	0.6	4.8
Gender							
Male	217	100.0	69.6	25.3	4.6	0.5	5.2
Female	166	100.0	58.4	37.3	3.7	0.6	4.3
Racial/Ethnic Group							
White	13	100.0	I/S	I/S	I/S	I/S	I/S
African American	361	100.0	65.3	30.0	4.1	0.6	4.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	346	100.0	61.1	34.0	4.4	0.6	5.0
Disabled	37	100.0	97.1	0.0	2.9	0.0	2.9
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	382	100.0	64.4	30.8	4.2	0.6	4.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	382	100.0	64.4	30.8	4.2	0.6	4.8
Socio-Economic Status							
Subsidized meals	346	100.0	65.3	30.1	4.0	0.6	4.6
Full-pay meals	37	100.0	55.2	37.9	6.9	0.0	6.9

Social Studies							
All Students	383	100.0	59.4	35.8	3.7	1.1	4.8
Gender							
Male	217	100.0	63.9	32.0	2.6	1.5	4.1
Female	166	100.0	54.0	40.4	5.0	0.6	5.6
Racial/Ethnic Group							
White	13	100.0	I/S	I/S	I/S	I/S	I/S
African American	361	100.0	60.0	35.3	3.5	1.2	4.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	346	100.0	56.7	38.0	4.0	1.2	5.3
Disabled	37	100.0	85.3	14.7	0.0	0.0	0.0
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	382	100.0	59.3	35.9	3.7	1.1	4.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	382	100.0	59.3	35.9	3.7	1.1	4.8
Socio-Economic Status							
Subsidized meals	346	100.0	61.7	34.0	3.1	1.2	4.3
Full-pay meals	37	100.0	34.5	55.2	10.3	0.0	10.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	131	96.2	52.5	40.2	7.4	N/A	7.4
	8	135	97.8	37.5	50.0	12.5	N/A	12.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	116	100.0	53.2	36.7	9.2	0.9	10.1
	7	138	100.0	46.9	43.8	9.2	0.0	9.2
	8	129	100.0	40.5	50.9	6.9	1.7	8.6
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	131	97.0	32.8	56.6	7.4	3.3	10.7
	8	135	97.8	43.8	50.0	5.5	0.8	6.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	116	100.0	45.0	41.3	11.9	1.8	13.8
	7	138	100.0	54.6	34.6	10.0	0.8	10.8
	8	129	100.0	53.4	40.5	5.2	0.9	6.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	116	100.0	56.0	34.9	8.3	0.9	9.2
	7	138	100.0	61.5	33.8	3.8	0.8	4.6
	8	129	100.0	75.9	23.3	0.9	0.0	0.9
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	116	100.0	72.5	22.9	3.7	0.9	4.6
	7	138	100.0	69.2	26.2	3.1	1.5	4.6
	8	129	100.0	36.2	58.6	4.3	0.9	5.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 405)				
Students enrolled in high school credit courses (grades 7 & 8)	11.0%	Down from 16.7%	7.1%	15.5%
Retention rate	3.8%	Down from 7.9%	5.0%	3.0%
Attendance rate	95.8%	Up from 95.3%	94.4%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%	Down from 10.9%	9.2%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Down from 10.8%	7.8%	4.6%
Eligible for gifted and talented	7.0%	Up from 5.7%	5.8%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Down from 12.9%	15.3%	13.6%
Older than usual for grade	9.9%	Up from 8.0%	8.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	14.3%	Down from 15.6%	0.9%	0.8%
Annual dropout rate	0.0%	Down from 1.3%	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	40.7%	Down from 44.0%	50.0%	51.8%
Continuing contract teachers	37.0%	Down from 48.0%	68.4%	78.1%
Highly qualified teachers	87.5%	Down from 93.3%	87.8%	89.6%
Teachers with emergency or provisional certificates	19.0%	Down from 35.0%	12.5%	6.0%
Teachers returning from previous year	75.2%	Up from 68.8%	76.9%	85.4%
Teacher attendance rate	91.4%	Down from 95.6%	94.7%	94.9%
Average teacher salary	\$37,082	Down 1.3%	\$40,046	\$41,328
Prof. development days/teacher	11.3 days	Up from 10.2 days	10.8 days	11.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 16.5 to 1	17.6 to 1	21.3 to 1
Prime instructional time	86.1%	Down from 89.3%	86.9%	89.3%
Dollars spent per pupil*	\$9,053	Up 15.4%	\$7,466	\$6,022
Percent of expenditures for teacher salaries*	62.4%	Up from 55.6%	58.8%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.9%	Up from 96.0%	81.3%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

R.D. Schroder Middle School is a Title 1 school that is located in a rural community, which currently has 381 students enrolled in 6th, 7th, and 8th grades for the 2004-2005 school term. Fourteen of our 27 teaching staff members have advanced degrees, and they have participated in 277 combined days of staff development (Edison's Leadership Training; Teachers' Academy Training for Edison, Edison Alliance Workshops, and District-Wide Staff Development).

Schroder Middle School has organized an academic program that is data driven and research-based within a nurturing and well-planned environment. The positive results of our school program is attributed to the collaborative efforts of our families, parents, teachers, students, and the community members through their participation in academic conferences, School Improvement Council Meetings, Parent Teacher Association Meetings, and our open-door policy for drop-ins.

Since we have continued to strive for increased rates of academic successes, our students, parents, faculty members, and administration have embraced the "Edison Partnership," which is a school reform model. The "Edison Partnership" has supported our Staff Development in leadership training for our teachers and administration. They have presented workshop trainings for our teachers to use monthly benchmark testing which delivers diagnostic strengths and weaknesses in the areas of math, reading and English language arts. As a result, the data is used to direct differentiated instruction and to increase each student's potential for success.

Students will also receive additional support from the use of the Plato and Excel programs for math using computer software, the daily homework center, extended-day program, after-school tutorial with Princeton Review, Saturday school with Sylvan Education Station, and the follow through of student education plans that are revised each quarter.

Various grants awarded to our school have enabled us to heighten our students learning experiences as well as their social and cultural developments. The band program received a grant that established a music library. The music library was nonexistent prior to this grant. Music at varying degrees of difficulty as well genres were purchased. Students now have resources to perform concert, solo, and small ensemble literature. This grant also made possible the commission of an original band piece for the school. The piece, "The March of the Third Battalion," was composed by Dr. Quincy Hilliard. Dr. Hilliard is a nationally recognized composer for band.

Also, a Charleston Community Foundation Grant was awarded for a school-wide incentive program for perfect attendance and excellent behavior. Field trips were taken monthly to various places in the Charleston areas and Columbia such as The Battle of the Bands, The Ice Palace, The Aquarium, The IMAX Theatre, The Charleston Museum, and The State Museum. Providing opportunities for our students to participate in a variety of field trips motivates R. D. Schroder Middle School to seek grant writing as an extension of connecting with the community.

Patricia Cooper, Principal
LaQuandra Lymus, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	119	75
Percent satisfied with learning environment	22.2%	53.9%	58.3%
Percent satisfied with social and physical environment	55.6%	69.0%	54.9%
Percent satisfied with school-home relations	11.1%	72.7%	54.2%

*Only students at the highest middle school grade level at this school and their parents were included.